DOCUMENT RESUME

ED 170 037 PS 010 536

| | |
|---|---|
| AUTHOR | Coleman, Joyce H.; And Others |
| TITLE | Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment. Bilingual/Bicultural Child Development Associate Pilot Project: Module X. |
| INSTITUTION | Our Lady of the Lake Univ., San Antonio, Tex. |
| SPONS AGENCY | Administration for Children, Youth, and Families (DHEW), Washington, D.C. |
| PUB DATE | 78 |
| GRANT | HEW-6-C-11 |
| NOTE | 51p.; For other modules in this series, see PS 010 534-542 |
| EDRS PRICE | MF01 Plus Postage. PC Not Available from EDRS. |
| DESCRIPTORS | *Biculturalism; Bilingual Education; Bilingual Teachers; Child Care Workers; *Class Management; *Discipline Policy; Discipline Problems; Early Childhood Education; Instructional Materials; *Learning Modules; Mexican Americans; Misbehavior; *Performance Based Teacher Education; Postsecondary Education; *Preschool Teachers; Rewards; Sanctions; Spanish Speaking; Training |
| IDENTIFIERS | *CDA; CDA Competency 1; CDA Competency 4; Child Development Associate; Texas (San Antonio) |

ABSTRACT

This Child Development Associate (CDA) training module, the tenth in a series of 16, focuses on developing classroom management skills among trainees in a competency-based bilingual/bicultural preschool teacher training program. The text of the module deals with providing a supportive environment, setting up classroom rules, using teaching techniques which minimize disruptive behavior, specifying and rewarding desirable behavior, and stopping misbehavior appropriately. The module includes trainee learning activities and a pretest and a posttest of the trainee's understanding of the material. The module focuses on specific behaviors which directly relate to CDA Competencies 1 and 4. (BH)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED170037

U S DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

# SETTING THE STAGE FOR EFFECTIVE LEARNING

# IN A

# BILINGUAL-MULTICULTURAL ENVIRONMENT

Bilingual/Bicultural

Child Development Associate

Pilot Project

"PERMISSION TO REPRODUCE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY
John Sullivan
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC) AND USERS OF THE ERIC SYSTEM."

MODULE X

PS 010536

Our Lady of the Lake University of San Antonio

San Antonio, Texas

# SETTING THE STAGE

# FOR

# EFFECTIVE LEARNING

# IN A

# BILINGUAL-MULTICULTURAL

# ENVIRONMENT

Joyce H. Coleman

Yolanda R. Molina

Emma Munguia

Teresa R. Smith

Developed and produced by the Bilingual/Bicultural CDA Staff, Our Lady of the Lake University of San Antonio, San Antonio, Texas and supported by the Health, Education and Welfare, Administration for Children, Youth and Families, Grant No. 6 C 11. The opinions expressed in this publication do not necessarily reflect the position of the Administration for Children, Youth and Families and no official endorsement should be inferred.

Bilingual/Bicultural CDA Project Staff

Yolanda Ruiz Molina, director

Guadalupe Aguilar

Joyce H. Coleman

Margarita de Celis

Teresa Z. Dent

Sylvia Manjarrez

Carla Martinez

Emma Munguia

Teresa Ruiz Smith

Copyright © 1978

All rights reserved. Printed in the United States of America. No part of this book may be used or reproduced in any manner whatsoever without written permission except in the case of brief quotations embodied in critical articles and reviews. For information address Director of the School of Education, Our Lady of the Lake University of San Antonio, 411 S. W. 24th Street, San Antonio, Texas 78285.

## A C K N O W L E D G E M E N T S

A number of people have contributed to the development of these materials. Ms. Soledad Arenas, project director for the Spanish speaking strategy, Health, Education and Welfare, Administration for Children, Youth and Families, has given valuable support in the development of the total program. Ms. Margaret Emswiler, Early Childhood specialist, Administration for Children, Youth and Families, Region VI, also provided support in the development of field training strategies and curriculum materials. Without their continued support, the development of these materials would have been difficult.

Special appreciation is extended to the bilingual/bicultural CDA trainees involved in this project, whose support, hard work and enthusiasm were an inspiration to the entire staff.

Recognition for assistance and support is given to all of those on the staff at Our Lady of the Lake University who have generously given of their expertise and time. Special mention is due Dr. Gerald P. Burns, Dr. Albert J. Griffith, Dr. John B. Sullivan and Dr. Helen H. Bernal.

Recognition for leadership in the project is due Yolanda Ruiz Molina, director. Project staff who have contributed greatly to the development of these materials are Guadalupe Aguilar, Joyce H. Coleman, Margarita de Celis, Teresa Z. Dent, Sylvia Manjarrez, Carla Martinez, Emma Munguia and Teresa Ruiz Smith.

No project such as this one can reach its fullest accomplishments without the guidance and support from the community. The advisory board has served this purpose. Those who have so generously given of their time and expertise are,

Julia Escamilla, Yolanda Garza, Arcadia H. Lopez, Irene Ramirez, Gloria Rodriguez, Dr. Steven Rozanski, Blanche Russ, Veronica Salazar, Raymond Sanchez, Leticia Seward, Sunny C. Stevens, Richard Zorola.

A special thanks is also extended to the San Antonio EODC Headstart staff and the San Antonio Independent School District staff who allowed their centers, schools and staff to be a part of this project.

Special recognition is due Dr. Joe Frost who served as site specialist to the project during the final preparation of the curriculum manuscripts. His special expertise, warmth and support were an inspiration to the entire staff.

# CONTENTS

ACKNOWLEDGEMENTS iii

PREFACE vi

PRE-TEST x

GLOSSARY xi

INTRODUCTION 1

PROVIDING A SUPPORTIVE ENVIRONMENT 4

SETTING UP CLASSROOM RULES 16

USING TEACHING TECHNIQUES WHICH MINIMIZE DISRUPTIVE BEHAVIOR 22

SPECIFYING AND REWARDING DESIRABLE BEHAVIOR 28

STOPPING MISBEHAVIOR APPROPRIATELY 32

POST-TEST 36

REFERENCES 37

# PREFACE

Classroom management is of major concern to almost everyone connected with education. Having good classroom management teaching techniques helps a teacher shape the learning environment and plan activities that are conducive to learning. It is important that teahcers working with young children learn and practice good management techniques from the beginning of the school year so the atmosphere that is created is one of learning and active involvement for the children.

This module, "Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment," was developed because it is essential that a pre-school teacher know how to set up a classroom environment and atmosphere, and plan activities that are conducive to learning, and because observation of pre-school teachers in Day Care and Headstart programs revealed a critical need for further training in this area. Although this module was designed specifically for Headstart and Day Care teachers who participated in a Bilingual/Bicultural Child Development Associate Pilot Training Project at Our Lady of the Lake University of San Antonio, it has been tested and used successfully with other groups of pre-school teachers.

While the content of this module is designed for individualized or self-paced usage, it is strongly recommended that this module be used in conjunction with academic instruction and on-site instruction. The kinds of interactions that occur in group discussions during academic instruction and on-site instruction among instructors and other teachers provide the motivation, reinforcement

and intellectual stimulation that is needed by the teacher. The academic instructors and trainers who developed and tested this module found that learning was facilitated when the module was used as a part of the academic instruction and on-site instruction.

Entry skills needed by trainees to use this module successfully are:

1. The ability to read and comprehend English at the eighth grade level.
2. The ability to follow written instructions.
3. An awareness of significant areas of child development (motor, language, social, cognitive, self-help).
4. An awareness of how young children develop.
5. An understanding of the cultures of the children.
6. An awareness of the special needs of individual children.
7. The ability to remember and write down what has been seen or heard.

This module focuses on specific behaviors that directly relate to:

COMPETENCE I.- Set Up and Maintain a Safe and Healthy Learning Environment

Functional Areas: Learning Environment and Safety

COMPETENCE IV.- Organize and Sustain the Positive Functioning of Children and Adults in a Group in a Learning Environment

Functional Area: Group Management

This module is tenth in the recommended sequence of usage. The sequence of the modules is a result of the identified critical needs of the CDA trainees in the Bilingual/Bicultural CDA Pilot Project at Our Lady of the Lake University. The competencies in the modules were addressed in priority, taking into account the critical needs necessary for effective teaching. The sequence has been tested with other groups of teachers and seems to also be effective.

The recommended sequence of usage of the modules is:

| | |
|---|---|
| Module I | Learning to Observe Young Children in a Bilingual-Multicultural Environment |
| Module II | Getting To Know and Like Myself Better |
| Module III | Planning Effectively for Young Children in a Bilingual-Multicultural Environment |
| Module IV | Creating a Bilingual-Bicultural Learning Environment for Young Children |
| Module V | Helping Young Children Develop Social Skills in a Bilingual-Multicultural Environment |
| Module VI | Helping Young Children Develop Motor Skills in a Bilingual-Multicultural Environment |
| Module VII | Helping Young Children Develop Language Skills in a Bilingual-Multicultural Environment |
| Module VIII | Helping Young Children Develop Cognitive Skills in a Bilingual-Multicultural Environment |
| Module IX | Helping Young Children Develop Self-Help Skills in a Bilingual-Multicultural Environment |
| Module X | Setting the Stage for Effective Learning in a Bilingual-Multicultural Environment |
| Module XI | Teachers Planning and Working With Parents From a Bilingual-Multicultural Community |
| Module XII | Juegos - Cuentos - Cantos - Y - Rimas |
| Module XIII | Artesanias Mexico - Americanas |
| Module XIV | Teaching Concepts to Young Children Through Cultural Cooking Experiences |
| Module XV | Supplementary Administrative Responsibilities of Staff Working in a Bilingual-Multicultural Environment |
| Module XVI | Helping Young Children Develop a Positive Self-Concept |

The competencies that a trainer, academic instructor or group facilitator need to use this module effectively with bilingual/bicultural trainees are as follows:

1. Knowledge of early childhood growth and development.
2. Experience teaching pre-school children.
3. Experience working with parents.
4. First-hand knowledge of the cultures of the children and the community where the teachers work.
5. The ability to speak Spanish and English.
6. The ability to explain and demonstrate the content in a manner compatible with the learning styles of the trainees.
7. Experience teaching adults.

P R E - T E S T

1. Describe six principles you use to introduce and reinforce classroom rules.

2. Name and discuss teaching techniques used to minimize disruptive behavior.

3. Discuss methods teachers use to encourage children to behave in a desirable way.

4. Identify some techniques for dealing with and stopping misbehavior appropriately.

# GLOSSARY

An understanding of the following words will help you better understand the content of this module.

Accountable -- explainable; being responsible to be able to answer to

Appropriate -- that which is right or suitable

Classroom Management -- the control and handling of situations and children in a classroom

Consistent -- staying the same; in agreement with

Culturally Relevant -- that which is related specifically to a given culture

Curiosity -- an eager desire to know

Developmental Level -- the stages of growth

Disruptive Behavior -- actions of the child which interfers and distracts others involved in an activity

Eye-Contact -- making a connection with another person by staring directly into his eyes until his attention is obtained

Functional Material -- material that works properly

Gesture -- movement of the body used instead of words to express an idea or feeling

Ignore -- pay or calling no attention to,

Intervention -- coming between or interfering in the affairs of others

Lesson Presentation -- the act of introducing and working through to the end of an activity

Maximize -- to do the upmost or perform the greatest possible amount of,

Modeling -- to show or demonstrate how something is done

Native Language -- the first language learned and used by a person

Negative Language -- language expressed to communicate denial

Non-Verbal Communication -- expressing an idea or feeling by means other than talking

Physical Environment -- the materials and furnishings that are in the surroundings (classroom)

Positive Attitude -- a person's character which relates

Positive Language -- language expressed to communicate certainty and confidence

Privileges -- special rights or favors

Punishment -- causing discomfort

Realistic -- the representation of life as it actually is

Reinforce -- to strengthen with new force, e.g., to strengthen with rewards what a child does

Rewards -- a favorable return made for something done

Sporadic -- appearing in scattered instances

Supportive Environment -- an environment that relates to the child's culture and experiences, meets all developmental needs, and nurtures growth in positive ways.

Teaching Technique -- the methods used by teachers to instruct

Transition -- a change from one position or condition to another

Unpredictable -- not being able to anticipate or foresee

# INTRODUCTION

Observations in early childhood classes reveal many different approaches to classroom management. There are classes where there is disorganization and continual chaos. There are classes which are quiet with few disruptions. There are those which are noisy but the children seem to be learning and disruptions are minimal. There are some classes which seem to run with minimal effort on the part of the teacher and children. Everyone seems to be involved in the operation of the activities and disruptive behavior is handled with minimal unpleasantness. Continual observations in these same classrooms will reveal that the pattern of behavior will continue day after day. As educators and teachers we ask ourselves, "Why is there so much variation in behavior from classroom to classroom?" "What are the factors that cause the differences?"

> List some factors you think cause differences in behavior and operation in classrooms.
>
> Making this list will help you to recognize your attitudes about why certain behaviors exist in your classroom.

Some of the most commonly stated causes of differences in classroom behavior and operation by teachers are:

- the children have not been taught how to behave at home.
- the children are from a culture where aggressive behavior is encouraged.
- the children are from low socioeconomic homes.
- the children's parents don't value schooling so they don't teach the children to mind at school.
- the children are slow learners and just aren't motivated to learn.

The list could go on and on. You may have noticed that all of the causes listed place the blame on the children. While some of these factors may be true, are they really the cause of disruptive and disorganized classrooms? Research into classroom operation and behavior show that the most important determinant of classroom atmosphere is the teacher's method of managing the classroom. This includes the planning, scheduling and preparation that is done, how the physical environment is set up, how the children are involved in classroom activities, how rules are set up and encouraged, how misbehavior is dealt with, the attitudes and behavior displayed by the adults in the classroom, etc. In fact, classroom management includes everything a teacher does.

In this module you will learn some specific techniques which will help you manage your classroom more effectively. Although each teacher has a unique personality and some special ways of doing things, there are some techniques that all teachers can use which will make teaching more enjoyable and which will help young children learn in a positive environment. These techniques will in no way take away from a teacher's individuality.

> Take a moment and list three positive techniques you are now using to manage your classroom. Now list some techniques you are using which you feel are not as effective as you would like.

Making those lists will help you begin to think about how you manage your classroom.

Some general areas which will be covered in this module are Providing a Supportive Environment, Setting up Classroom Rules, Specifying and Rewarding

Desirable Behavior, Using Teaching Techniques which Minimize Disruptive Behavior and Stopping Misbehavior Appropriately. The techniques covered in each of these areas will help you manage your classroom more effectively.

# PROVIDING A SUPPORTIVE ENVIRONMENT

Successful classroom management is primarily a matter of preventing problems before they occur rather than the ability to deal with problems after they have occurred. Since problems occur in all classrooms from time to time, it is important to know how to handle them, but many problems can be avoided if the classroom atmosphere is positive and supportive and managed to maximize learning.

Some aspects of a supportive environment that need to be considered in classroom management are as follows:

1. Modeling Positive Attitudes and Cooperation.

To manage a classroom effectively you must not only have some positive attitudes, you must model them. You must also model cooperative behavior since good classroom management requires cooperation from everyone involved in the classroom, i.e., teacher, children, parents, supervisors, cooks, custodians, resource staff, etc. The following are some essential teacher values and attitudes:

a. A Positive Self-Concept.

As a teacher you cannot teach what you don't know and you can't give what you don't have. If you do not have positive feelings about yourself as a human being, if you do not feel reasonably competent in what you are doing, you cannot help young children develop these feelings in a positive, constructive way. Most of the problems that occur between and among human beings are caused because of poor self-concepts; not O.K. feelings about one's self. Many things happen in life which make us feel not O.K. at times, but a teacher must have a realistic but positive view of himself

as a person if he is to be a truly effective teacher. (For specific information about self-concept development see the "Getting to Know and Like Myself Better" module.)

b. Respect and Affection for the Children.

You must like and respect each one of your children as an individual. These feelings must be genuine because children are quick to recognize when someone is not sincere. Genuine caring and respect can go a long way toward helping to build a warm and supportive environment. It is not necessary to change your basic personality because a quiet teacher can be just as effective as an outgoing teacher. The important ingredient is genuineness and showing the children that you respect and care for them.

| |
|---|
| List ways that you can show young children that you respect and care for them as individuals.<br>Discuss those with another teacher or your trainer/ academic instructor.<br>List any new ways that you have learned through your discussions. This information is for your personal growth. |

c. An Understanding of the Need to be Consistent and Realistic.

You have probably heard the saying "practice what you teach" or "practica lo que predicas" many times. These sayings have arisen from our cultures because their truths have been recognized for generations. As an early childhood teacher it is very important that you model what you tell the children. When there is a difference between what children are told and what they see, children usually do what they see. This often explains why some teachers have problems getting children to follow rules. Teacher

breaks them too. For example, if you and the children set a rule that materials will be put away after using them and you consistently place your teacher clutter all over the room, do you really think the children will see a need or understand why they must follow the rule?

> Make a list of some rules that children are expected to obey that teachers typically break.
>
> Check yourself for a week to see if you also break rules the children are expected to obey.
>
> Keep these lists for your personal information and review them at the completion of the module. Could you add some additional items?

d. Responsibility for the Children's Learning.

Your job is to teach children, not to mother them, baby-sit them, entertain them, etc. There will be times when you will need to provide love and special attention. There will be times when you will need to take care of children whose parents are late picking them up. You will want your classroom to be a happy place. You will want to provide some experiences that are entertaining and just for fun. But always remember, your first responsibility is to teach the children assigned to you. If you fail in this, whose fault will it be?

e. A Value for Learning.

A positive attitude toward learning is contagious. If a teacher enjoys learning and values it, the children will also enjoy it and value it. Too many teachers convey negative attitudes toward learning by saying things like "When we get through with this activity we'll have some fun" or

"Let's work now. We will play later." Everything that happens in a preschool classroom can be fun and enjoyable if the teacher makes it that way.

> Think of an activity that you dislike doing in the classroom. List five things you could do to make that activity more fun.
>
> Discuss this list with your academic instructor or a small group of co-workers.

2. Setting Up the Classroom to Meet Children's Needs.

A classroom environment cannot be supportive unless it meets the needs of the children. It must be safe so that the children will not hurt themselves. It must be clean and healthy to maximize their physical growth and well-being. It must be equipped so the children can work and play with independence, comfort and ease. It must include experiences which stimulate curiosity and learning. It must be such that children feel successful and develop good feelings about themselves as human beings.

Let's take a look at the physical environment of a preschool classroom and identify some factors to consider in setting up the various learning centers.

a. Library.

Storybooks should be placed in a well lighted area of the room. A piece of carpet can make the area inviting. If there are some large durable pillows, children and teacher will have a comfortable, intimate arrangement for reading. In warm weather, a shady spot in the grass outside can serve as a reading area. A library table and chairs are not essential. Some shelf space at the children's level could house a small

number of books, carefully selected and displayed. In selecting the storybooks the child's culture and language should be one of the prime considerations. When there are a few books available for children to look at over and over again there will be some children who learn to "read" them. Children do not tire of good books. However, the public libraries have special arrangements for teachers to check out "Teacher's Collections". One book per child is allowed for check out by the teacher. A large collection of books is desirable but they should be stored elsewhere so they do not clutter the area. Books on the shelf should be rotated periodically.

b. Outdoors.

In an ideal situation children have access to the outdoor play area. They have freedom of movement from indoors to outdoors when weather permits. The outdoors becomes an extension of the classroom. Any lesson that is presented indoors can usually be presented outdoors. In fact, the outdoors is a very exciting and stimulating place to teach concepts or skills. Some excellent motor lessons may be done outside, lessons on teaching concepts on, over, under, behind, between, etc., gross motor kinds of activities jumping, hopping, skipping, running, etc., can also be done. Science experiments can be conducted in a sandbox. For instance, which is heavier - wet sand or dry sand?

Not every school has an ideal situation, and a program must be planned according to the facilities. Whatever the situation, the area should be kept in good condition, cleared of debris, the surface must be free of potholes, which are extremely dangerous when active children are moving about.

c. Block Building.

Children need enough space for a block area so that they can expand their structures. A block area should be out of the line of traffic so that other children do not interfere with the block building and so that the block building does not inhibit other activities in the room.

Block building needs to be done in a carefully defined area. This area can be defined by the arrangement of shelves and maybe also by a large piece of flat, indoor/outdoor carpet. The cabinets in which the blocks are stored should be low so that the children can take the blocks out and put them away without difficulty. Controlling the number of blocks in the block area is important. Too many blocks clutter the area rather than provide a meaningful experience.

d. Woodworking.

When planning an area for the workbench, it is important to place it far enough away so that children will have freedom of movement, and the noise will not interfere with the quieter activities in the room. A special place needs to be provided for the tools. A sturdy box, placed beside the workbench, is a suitable storage space for wood scraps.

e. Water.

Lessons requiring the use of water are special and certainly enjoyed by small children. Water activities should be placed in such a position that the table or container stands on waterproof, or least a water resistant, surface. At most indoor water play areas, two children can be comfortable and no more than four should be accommodated. Water play can take place in a sink, in a pail, or dishpan. Such items as sponges, corks, pieces of light wood, sieves, colanders, plastic tubes, funnels, sprinkling cans, squeeze bottles, rubber bulbs, jars, and cups can be teaching tools.

f. Housekeeping.

The housekeeping area should be set apart from heavy traffic in the room. Sometimes the area is arranged as one room; sometimes it is set up as two rooms. This allows for a greater variety of play. The teacher should arrange for adequate accessible storage space for the selected materials. Culturally relevant artifacts add to making children's experience in the housekeeping area a meaningful one.

g. Music.

Movement and music outdoors is a different kind of experience. The outdoor free space usually enhances a more creative musical experience.

In some classrooms, special instruments such as a guitar serve as a stimulus for music activities as well as a culturally relevant material. These instruments need to be treated with care. A record player is often part of the equipment in a classroom. However, it is best not to have background music when the teacher is conducting a lesson. For small children, this can be very distracting.

h. Discovery/Science Area.

The discovery area for young children may be a table that contains living animals, herbs and spices, feely box that contains cultural items. This approach to the study of science lends to talking about the objects, handling them, describing them, drawing comparisons, performing simple experiments, and making charts. Children are naturally curious, and when a teacher too has enthusiasm, this can result in important learning.

Many lessons lend themselves especially well to be conducted in the discovery or science area. A lesson introducing plants, insects, etc.,

can best be given in the discovery area. It is important when a specific lesson is conducted at the discovery area that all other items or objects be put out of sight for the length of time required to have the lesson. Otherwise, the children are distracted and focus their attention on the other objects in the discovery area that are not part of the lesson.

3. Providing Opportunities for Children to Assume Responsibility.

With proper planning and instruction young children can do many things for themselves and for each other. Young children can do many things like take out and replace materials, carry chairs, hand out napkins, cups, serve themselves food, hang up coats and sweaters, clean blocks, etc. There is no reason for teachers to do things that children can do for themselves. With young children it is important to demonstrate or model the task that is expected and then allow the children to practice doing it. Frequent reminders may be needed in the beginning, but children will develop the habit if you praise them and reinforce them when they do the task correctly. A well managed classroom is one in which everyone shares in the work as well as the fun. When everyone cooperates and shares in the tasks, disruptive behavior is kept to a minimum. Teachers who do not help children develop independence and responsibility frequently have chaotic and disruptive behavior to deal with.

4. Minimizing Delays and Disruptions.

Behavior problems start and spread when children are idle and not involved in productive activity. Observations in preschool classrooms reveal this over and over again. Unless there is a child with a specific behavior or emotional problem you will see that disruptive behavior starts when: the planning has been inadequate and the children are bored; the teacher doesn't have her

materials together and the children are sitting and waiting; the activity has gone on too long; there are not enough materials and the children are waiting turns; the temperature of the room is too hot or too cold; the children's language is not used for instruction; the children are expected to stand in a line, etc.

To avoid having delays and disruptions in your classroom you can:

- plan culturally relevant activities that motivate and interest the children.
- schedule activities to avoid unnecessary delays.
- prepare and organize materials before class time.
- work with small groups when possible.
- avoid having children wait turns.
- rotate groups so that the children can participate in all of the activities.
- arrange the room so that the children can move from one area to another with ease.
- store materials so that the children can use them and replace them by themselves.
- use the language the children understand.
- use teaching techniques that are appropriate to the learning styles of the children.

5. Making Smooth Transitions Between Activities.

A transition is an activity or event that occurs between major classroom activities. Transitional activities provide a systematic way of allowing change to occur and results in a continuous flow of experiences throughout

the day. When transitions are not planned and incorporated into the schedule the day becomes a series of activities and tasks that are disjointed and abruptly begun and ended.

Transitional activities enable children to . . . .

- predict changes.
- develop a sense of order and structure.
- understand that changes will be reasonable and not something to fear.
- feel secure within the classroom environment.

Transitional activities enable teachers to . . . .

- manage the day with greater ease.
- step back and take a look at the total classroom environment.
- interact with children on an individual basis.
- help children with special needs.
- become organized.

A transition can be . . . .

- a music activity.
- a finger play.
- an action game.
- a make-believe or pretend activity.
- a story.
- a puppet activity.
- a sharing time.

Some strategies that are useful in conducting effective transitions are as follows:

a. Introduce the idea of a transition by explaining to the children what it is and what is going to happen.

b. Demonstrate and model the transition so that the children can see what they are to do.

c. Have the children practice the transition and then discuss what took place.

d. Introduce one kind of transition at a time. When the children are familiar with, e.g., a music transition, introduce another kind, e.g., a puppet activity.

e. When planning and conducting a transition have one adult responsible for moving the children from one area to another. Have one adult responsible for being in the area where the transition is to take place. Do not leave children sitting and waiting. This causes disruptive behavior and reduces the effect of the transition activity.

f. Have all materials ready for use.

g. Write transition activities into the lesson plan. If you are out of the classroom for any reason, the person responsible for the room must be able to carry out the plans. The statement "transition" will be of little help without a description of the activity.

6. Providing a Culturally Relevant Environment.

Young children feel more comfortable when there is a transition between the home and the school. The experiences children have in the home and the attitudes and values learned there all form the basis for later learning. If the classroom is set up and conducted in such a way that the children can relate their experiences and their culture to it, learning will be greatly enhanced. Teachers can make the classroom culturally relevant through the

materials used, the activities presented and the attitudes and values displayed. For specific information and techniques for making the learning environment culturally relevant, see "Creating a Bilingual-Bicultural Learning Environment for Young Children" module.

Observe for ten minutes a specific center in your room. Did disruptive behavior occur? Why? What changes in the area do you feel will eliminate some of the disruptive behavior? After you have made the appropriate changes, observe the center again and evaluate whether the change you made stopped some of the disruptive behavior?

Write out a daily lesson plan making sure you plan for all transitional periods and that the names of the persons responsible for each transition are stated on the lesson plan. Discuss this plan with your academic instructor. If possible have the instructor observe you as you teach this particular lesson plan and together evaluate each transition.

# SETTING UP CLASSROOM RULES

Any places where two or more persons get together to work and play has it's own set of rules. Some of the rules are general ones that apply to almost any time people get together. For example, people are expected to respect the physical and personal property of others anyplace they go. Other rules are more specific to the situation or place one goes to. Usually these rules have to be taught the first time one comes into contact with the situation. For example, when you went to the library for the first time, a teacher, parent or friend who went with you informed you of the rules that are followed in the library - we talk softly so as to not bother those who are studying; we need a library card before we can check out a book, etc. A school is one of those places where specific rules have to be followed; and it is the teacher's job to teach the children these rules in order for them to know what behavior is expected of them. How does a teacher working with young children go about setting up the rules for her class? What does she need to know about the students to help her decide on what rules to set and how to introduce them? Once rules are established, how does the teacher reinforce them? This section of the module will describe some of the procedures you as a teacher can follow to help you create and maintain a smooth running classroom.

One of the first things a teacher needs to do before she decides what rules she will set up in her classroom is to get some information about the children who are to be in her class. This information will give the teacher information about the children, their experience in a "school setting" and how he is managed at home. This information is important for the teacher to know so she will be able to set rules according to the child's experience, his

needs and management styles. The following is a list of questions that need to be answered before proceeding. These questions, as well as other important information, can easily be answered in the teacher's first home visit or when the parent first comes into the office to fill out an enrollment form.

1. What rules are set up for the child to follow at home?
2. How are the rules enforced?
3. What language is used in establishing and maintaining the rules?
4. How is the child reinforced at home? In what language?
5. How is the child punished? In what language?
6. What is the general operation of the home? (Are rules explained or is the child expected to pick up the rules by behavior modeled by his siblings and/or his parents?)
7. What experience has the child had in playing with other children?
8. Has the child attended school or a school-like setting (church school) before?

By acquiring the above information a teacher will have a better understanding of the child's background concerning rules he knows, and the style of reinforcement and punishment which he is accustomed to. When possible, the teacher will want to continue using the same reinforcement technique used at home, e.g.,

- clapping her hands to show approval.
- hugging.
- using endearing phrases (you're a doll, mi chulo; que linda).
- praising in front of a group.
- letting the child do something special.

All these are reinforcement techniques often used, especially by Mexican-American parents, at home which can be used in a classroom setting. The

teacher should make a conscious effort to establish reinforcement styles and techniques in her classroom that are commonly used in the homes of the children. It is also very important to know the language used in establishing and maintaining rules. If only one language is spoken at home, the teacher will of course know what language is used in establishing and maintaining the rules. However, often in homes where two languages are used, a specific language will usually be used in certain situations. For example, English may be used when talking about school related or T.V. related topics, and Spanish may be used only when talking about family related topics. If this were the case in some of your children's homes, they will come to school being able to verbalize and understand rules, and reinforcement and punishment phrases only in one language, even though he may speak both languages. Even if the child did understand the rules and reinforcement phrases in the other language, it is important for the teacher to know which language the child might relate to best. All this information gathered will help you in your next task - which is to decide what rules to set up at the beginning of the school year and how to introduce them.

How a teacher manages the classroom the first two weeks of school will pretty much determine her success in the function of a smooth, organized classroom for the rest of the school year. It is at this time that the children will develop their school behavior, and it is up to the teacher and her assistant to work together to develop the desirable behavior. The following are some principles that will help you in setting up rules at the beginning of the school year:

1. State the rules in a brief, simple and positive manner.

e.g., say: "We sit Indian style on the floor."

instead of: "When it is circle time, I don't want you to bring the chairs over or to sit on the floor with your legs all spread out like Julio is doing. We all have to sit Indian style."

2. State the rules in the children's native language only. At this point you will not be interested in teaching the children the second language. Comprehension of the rules is what is important now; not second language development.

3. Model the rules. As the rule is explained by one teacher have the other teacher model the proper behavior. Next you may have one or two children model the behavior as another child restates the rule.

4. At each point of the schedule, tell the class (briefly, simply and positively) what is expected of them.

e.g., "When it's book-time we get a book, sit on the rug and quietly look at our book."

Do not go over the rules for all the schedule in the morning during your large group period. This will be a waste of time and effort.

5. State only the primary (necessary) rules at first. Introduce the other rules as the need arises, e.g., Circle Time -

Primary rules: We sit Indian style.

We listen to the person who is talking.

Other rules that will probably be brought out later on:

Toys stay on the shelf at this time.

We ask for room to sit instead of hitting.

We talk softly when we are inside.

If all the rules that are to be followed at this time (or any other period)

were stated, the main rules would be lost among all the others. The "other" rules can gradually be stressed at another time during the year, but they should not be stressed at the beginning of the school year.

6. Discuss with the other teachers in the class what the principle rules at each point of the schedule should be. While working on your list try to limit the rules to one or two main ones at each point or period in your schedule.

7. All teachers in the classroom must work together in modeling, restating the rules, and praising the proper behavior. This will be done throughout the year but especially during the first month. It is very important that all teachers be united in the main rules that the class is expected to follow.

8. Praise the children for following the rules. Praise them in the language and style which they are accustomed to. (A review of the parent's answers to the above questions will be helpful here.) Personalize the praise, e.g., "Hay que chulo. Limpiaste la mesa muy bien."

9. Encourage the children to work together and cooperate in following rules. Remember that in the Mexican American culture, cooperativeness is stressed and valued at home. Remember to direct praise to the group when it was a group effort.

e.g., The group who cleaned the table worked hard and they did a good job.

10. Repeat rules to individuals and small groups when the need arises. The teachers will find themselves throughout the year (but even more so at the beginning of the year) constantly repeating and modeling the rules.

11. Have the children restate the rules. After the main rules have been repeated for about a week or so, you may start asking the children to tell you what the rules are for that period of the day. This is a good technique to use throughout the year to review rules.

Develop a questionnaire for parents to fill out concerning the management of the child at home. Administer the questionnaire to at least half of your parents. What new information did you gather about your children's experience concerning the learning of rules? What changes in setting up your classroom do you need to make as a result of the survey.

# USING TEACHING TECHNIQUES WHICH MINIMIZE DISRUPTIVE BEHAVIOR

How many times have you observed another teacher in her classroom and you told yourself, "If only I had that class to teach, I would really have time to teach instead of having to spend all my time disciplining." It is a very natural process to blame the children for disruptive behavior that occurs in the classroom. However, if you observe the teacher in a "well managed" class closely you may notice that there are special techniques she is engaging in that minimize disruptive behavior. This section will identify specific teaching techniques which you can use to create a classroom conducive to learning instead of misbehavior. The following lists of teaching techniques that minimize disruptive behavior are on: 1) the planning and preparation the teacher does before the class begins; 2) specific teaching techniques a teacher uses during her lesson presentation.

Lesson Planning and Preparation.

A. Selection of the Activity:

1. Prepare activities at the children's developmental level.

An activity that is too easy for the children will not hold their attention for very long. Likewise, an activity that is beyond their level of comprehension may cause the children to become frustrated and make them not want to participate in the activity.

2. Plan activities that are relevant to the children's culture and experience.

This is a good technique to get and maintain the children's interest in an activity, e.g., when planning a lotto game activity, why not plan

on calling it a bingo game or loteria, and set up the activity in a manner similar to the way a bingo game or loteria is run in that community. This is a sure way of getting the children interested in the activity.

3. Plan activities in the language understood by the children.

The children's attention will wander very fast when an activity is conducted in a language not understood by them. This does not mean that English activities will never be planned for Spanish speaking children or vice versa. What this means is that English activities will have to be sequenced correctly to assure that the children have the necessary language comprehension and proficiency in order to understand and participate in the activity. (See "Language Development" module.)

4. Plan a good variety of activities each day.

Each day should contain a good balance of activity and quiet activities, and large group, small group and individual activities.

5. Plan quiet, large group activities early in the morning.

The children's attention span is longer earlier in the morning. Also, the children are not as active at this time as they will be later on in the day. (For more information on scheduling, see "Planning Effectively with Young Children in a Bilingual-Multicultural Environment".)

B. Selection of Materials:

1. Select materials children can work with.

Attention wanders when only the teacher gets to use the materials.

2. Have several sets of materials available for large group activities.

If several sets of materials are available, more children will be actively involved with the material at one time. For example, when you are studying the parts of a flower and you want the children to see the

parts as you identify them, make available several flowers instead of only one. In this manner the children will not have to wait very long for his turn to see and touch the part of the flower you are talking about.

3. Select material that is colorful and large.

The material you select should be large enough and attractive enough to maintain the attention and interest of the children. For example, the children will not pay too much attention to a 3 X 5 black and white magazine picture.

4. Select material that is functional.

It is very important that all material and equipment that will be used in a lesson is checked to make sure it functions properly before the lesson. Children will become frustrated and lose interest in an activity when they have to use material that doesn't work. For example, how long do you think a child will continue in a cutting activity when he has to work with scissors that do not cut.

5. Gather all the material that will be needed for an activity - before school starts.

If this is not done, the time you spend looking for that material during classtime will be all the time children need to become disruptive. This type of disrupted behavior can easily be avoided if the teacher has her material ready to use. Place the material in a convenient place where you can get to it easily when the time comes for the activity.

6. Change material in the different centers frequently.

If the same material and equipment is out all the time, children will become bored with it and resort to disruptive behavior.

Lesson Presentation

A. Sitting Arrangement:

1. The sitting arrangement should be such that the children are not facing a window, doorway, or other areas of the room. This controls the number of distractions that can capture the children's attention while in an activity.

2. Make your sitting arrangement such that the teacher can easily get to any of the children. In a small group, the teacher should be able to touch any of the children from where she is sitting.

3. Separate children who tend to play or talk with one another by placing them in different groups, or sitting them on opposite sides in the group.

B. Materials:

1. Display the materials attractively, or in a manner that will get and keep the attention of the group. Do not display all the material at once. Place the materials in a "mystery" box (which is decorated attractively), and bring the materials out one piece at a time.

2. If the materials or pictures are to be handled by the teacher, place them away from the children's reach. It is too tempting to have materials or pictures close to you and be told not to touch.

C. Getting and Holding Children's Attention:

1. Get the children's attention before starting an activity. This can be done through a song, fingerplay, or capturing their attention through the use of the "mystery bag".

2. Tell the children what they are going to do. Be enthusiastic about the activity.

3. Keep the lesson moving. Do not stay too long on one point or on one question. All the children do not have to answer the exact same question.

4. Hold the children accountable for what you are teaching. Ask them questions about what they are doing, what you just said, or what someone else just said.

5. Ask questions in an unpredictable manner. Alternate between group and individual group answers, and do not go around the circle asking each child to answer the same questions.

6. Ask questions in a variety of ways throughout the activity. For example, you can ask yes/no questions, multiple choice questions, open ended questions, or questions which merely require a physical response.

7. Get to the main part of the activity as soon as possible. When possible, dismiss the children from the group once they have accomplished the task. If they stay, they may become bored and eventually disruptive.

8. Terminate a lesson if it is getting too long. Tell the children the activity will be finished the next day or at another time during the day.

D. Regaining the Children's Attention:

1. Ask the child a question.

2. While continuing with the lesson, touch the child to regain his attention, or turn his head to where his attention should be.

3. Remove any distraction from his reach or sight.

4. Move closer to the child (or move the child closer to you) as you continue with the lesson.

5. Praise a child close to the child misbehaving for the desirable behavior. When the child misbehaving corrects his behavior, praise him.

6. Establish eye contact with the child misbehaving and nod or gesture to the child what he is to be doing.

Take two different planned activities and write down all the specific steps you need to go through in your planning, preparation and presentation of the activities to minimize disruptive behavior.

# SPECIFYING AND REWARDING DESIRABLE BEHAVIOR

Providing a supportive learning environment and establishing appropriate and clear rules will take you a long way towards establishing good classroom management; but you must also consider how you communicate with the children, how you specify desirable behaviors, and how you reward children for behaving appropriately. A sure way to encourage children to behave in a desirable way is to let them know what is expected and to reward them positively for behaving as expected.

When explaining what is desirable behavior, be sure to:

1. State clearly and specifically what the behavior is.

For example, "Put the blocks back on the shelf when you finish with them. Put all the same size together as they are now" - instead of - "clean up the area when you finish." If you were a child would you know specifically what the last statement meant?

> Make a list of some statements you make to the children in your class when you are explaining what you want them to do.
>
> Now analyze your statements to determine whether they are specific and clearly stated.

2. Use positive language instead of negative language.

When dealing with behavior, teachers sometimes get into the habit of telling children what not to do instead of what to do. Isn't it much easier for you when someone tells you what to do? If someone says to you, "don't be so

silly", do you know for sure how you are to behave or how not to behave? Negative statements make people feel anxious and sometimes resentful. They are usually unclear in terms of what the acceptable behavior is.

Read the following list of negative statements, then rewrite each one to be a positive statement that is also specific regarding the desired behavior.

| | |
|---|---|
| - don't make so much noise with the blocks. | e.g., stack the blocks on the rug (demonstrate) so that the room will be quieter. |
| - don't fight over the dress-up shoes. | ---------- |
| - don't run in the classroom. | ---------- |
| - don't throw the books on the floor. | ---------- |
| - don't get the paste on the table. | ---------- |
| - don't get in Javier's way. | ---------- |
| - don't play with your food. | ---------- |

3. Verbally praise children.

Most children will work for attention and praise from a teacher they respect. Therefore, you can shape children's behavior by praising them for the behavior you desire. When children are not rewarded sufficiently, some will try to get your attention through acting out behavior, e.g., yelling,

falling over during activities, hitting other children, whining, crying, throwing materials, etc. For some children, any attention is better than none.

a. Some guidelines for praising are as follows:

(1) Praise frequently to reduce the children's need for getting attention by acting out.

(2) Praise in a natural, sincere manner. Children know when someone is being insincere or phony.

(3) Praise specific behavior so that the children know what they have done that deserves praise, e.g., "I like the way you put your materials back on the shelf".

(4) Use a variety of words when praising. Children soon ignore overused or stock phrases. Using the same praise words over and over again makes a teacher sound insincere.

(5) Praise small steps in acquiring skills. Most children learn in steps although some steps may be larger than others. If children are not praised until the skill is learned, they may become discouraged and feel that they are not being successful. Praising small steps is especially important for slower students who find work difficult.

4. Give special privileges.

Many teachers find granting special privileges for desired behavior is an effective way of helping children learn appropriate behaviors. Special privileges can be getting to be the helper for the day, getting to select the story for the teacher to read at storytime or naptime, getting to choose an area to work in at a certain time during the day, getting to be the teacher in a group activity, etc. Giving special privileges should be done fairly and with

consistency, otherwise the children will not value the privileges and they will not be something the children will work for.

5. Give hugs, pats, smiles, etc.

Nonverbal communication of approval can be just as effective as verbal approval (praise). Most children respond warmly to sincere physical gestures such as a hug, a pat on the back, a big smile, tec. Teachers who combine nonverbal gestures of approval with verbal praise are usually very effective in helping children develop appropriate patterns of behavior.

# STOPPING MISBEHAVIOR APPROPRIATELY

Consistent use of the classroom management techniques discussed in the previous sections of this module will help you reduce classroom behavior problems. However, there will be behavior problems that will occur from time to time and you must be prepared to handle them effectively. Good and Brophy (1973) have identified some techniques for dealing with minor inattention and misbehavior and for dealing with prolonged or disruptive misbehavior that are very effective.

## Minor Inattention and Misbehavior

1. Monitor the entire classroom regularly.

Successful classroom managers develop the ability to regularly scan the classroom to keep informed of what is going on. By doing this, many misbehaviors can be stopped before they become a problem. Knowing what's going on also allows a teacher to respond appropriately to particular situations.

2. Ignore minor misbehavior.

Intervening every time minor misbehavior is observed is not necessary. The teacher's intervention is sometimes more disruptive than the initial misbehavior. For example, if you observe two children arguing over a puzzle, wait to see if they solve the problem. Your intervention could be more disruptive than the situation, particularly if you stop an activity to intervene. It is also best to ignore sporadic instances of inattention and minor misbehavior that occurs during activities. These will usually correct themselves. However, if minor misbehavior or inattention continues and threatens to become disruptive, there are several techniques you can use to stop it.

a. Establish eye contact with the child or children.

This will let them know you are aware of their behavior and that you want it to stop.

b. Touch or gesture to the child or children involved.

If the children are close to you, a touch or gesture with your head and hands can be very effective in stopping minor misbehavior.

c. Move close to the child or children misbehaving.

The physical presence of the teacher is often enough to stop misbehavior.

d. Ask for a task response.

Often the simplest way of getting a child or children to pay attention is to call on them for a response. Be sure to ask for a response that you know the children can answer. Your goal is to stop the inattention or misbehavior, not to embarrass or shame.

e. Praise desirable behavior.

While this should be done regularly, it can also be an effective technique for stopping misbehavior. If Johnny is misbehaving and teacher praises Javier for behaving, the chances are great that Johnny will stop misbehaving so that he will be praised by teacher. It is essential that Johnny's behavior be monitored and that he be praised when he behaves, otherwise this technique will not be effective.

Prolonged or Disruptive Behavior:

When misbehavior becomes seriously disruptive or dangerous to the children, direct teacher intervention is necessary. There are two basic ways for teachers to intervene directly:

1. Demand an end to the misbehavior with an explanation of the appropriate behavior.

Intervention should be direct, specific and short. It is not necessary to shout or nag. Speaking firmly is usually sufficient.

2. Remind the children of classroom rules and expected behavior.

Rule reminders are important because they help children to internalize behavior control. Rule reminders can be very effective with children during independent activity time and when the class becomes loud and disruptive. Sometimes it is better to remind the group of a rule than to call down several children during an activity.

When directly intervening in a situation, Brophy and Good list three cautions. Teachers should not . . .

- ask unnecessary and meaningless questions. Interrogations are not necessary.
- make threats.
- dwell upon the misbehavior.

Such reactions serve no useful purpose. They often cause anxiety, resentment, or anger in children. A good teacher-child relationship is a basic ingredient for managing classroom behavior. This relationship can be damaged through the use of inappropriate management techniques.

Describe how you would handle the following disruptive misbehaviors:

1. Child using a long block as a machine gun and making the sound of the machine gun in the block area.
2. A child pulling a girl's pigtails during a small group lesson.
3. A child running and sliding from one end of the room to the other.
4. A child talking to another child during a large group activity.
5. A child destroying the products of children who are working in the manipulative table.

# POST-TEST

1. Describe six principles you use to introduce and reinforce classroom rules.

2. Name and discuss teaching techniques used to minimize disruptive behavior.

3. Discuss methods teachers use to encourage children to behave in a desirable way.

4. Identify some techniques for dealing with and stopping misbehavior appropriately.

# REFERENCES


Abbott, Jerry L. The Auxiliary Teacher Program: A Complete Manual and Guide. New York: Parker Publishing Company, 1973.

Brohpy, J. T., Good, T. L. and Nedler, S. E. Teaching in the Pre-School New York: Harper and Row Publishers, 1975.

Cooper, James M., Hansen, John, et al. Classroom Teaching Skills: A Handbook. Lexington: D. C. Heath and Company, 1977.

Good, T. L., Biddle, B. L. and Brophy, J.T. Teachers Make A Difference. New York: Holt, Rinehart and Winston, 1975.

_____, and Brophy, Jerry E. Looking in Classrooms. New York: Harper and Row Publishers, 1973.

Headley, Neith E. Education in the Kindergarten. New York: American Book Company, 1966.

Hunder, Georgennie H., and Todd, Vivian E. The Aide in Early Childhood Education. New York: MacMillan Company, 1973.

Lindberg, Lucile and Swedlow, Rita. Early Childhood Education: A Guide for Observation and Participation. Boston: Allyn and Bacon, 1976.

Pitcher, Evelyn G., Lasher, Miriam G., et al. Helping Young Children Learn. Columbus, Ohio: Charles E. Merril Publishing Company, 1966.

Teacher's Guide to the Daily Routine. High-Scope Educational Research Foundation, Ypsilanti, Michigan, 1974.

Welty, Don A., and Welty D.R. The Teacher Aide in the Instructional Team. New York: Gregg Division-McGraww-Hill Book Company, 1976.